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ABSTRACT

The primary purposes of the outcomes and accompanying benchmarks for kindergarten through grade 12 social studies in Kansas public schools are to help students become responsible, productive citizens and to help students achieve a sense of personal fulfillment. The outcomes process, standards, and assessment emphasize higher-order thinking skills. Following an introduction, five definitions, and a section on purposes and principles, the document looks at system outcomes use of essential skills and an integrated curricular approach and discusses five student outcomes. The three program outcomes of social studies education are: (1) students will make informed and reasoned decisions about emerging events and persistent issues and dilemmas confronting contemporary societies; (2) students will use appropriate concepts, processes, and tools from a variety of disciplines in thinking critically and creatively about knowledge; and (3) students will develop civic competence and responsibility. For each program outcome description, student outcomes, benchmarks for grade 12, grade 8, and grade 5, and elaboration of outcomes and benchmarks explain how the program outcomes are to be shown in students' performance. A framework illustrates the developing of outcomes and benchmarks by the Kansas State Board of Educators. A list of 10 members of the task force for social studies concludes the curricular standards guide. Contains 46 references throughout. (CK)

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# CURRICULAR STANDARDS FOR SOCIAL STUDIES

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# CURRICULAR STANDARDS FOR SOCIAL STUDIES

## INTRODUCTION

The 1992 Kansas Legislature enacted legislation requiring the incorporation of an outcomes process into the design of the Quality Performance Accredition System of the State Board of Education. Communications, mathematics, science, and social studies were designated for the development of standards and assessments within this outcomes process. A minimum of three benchmark levels were to be established in each subject area. The outcomes process, standards, and assessments were to emphasize higher-order thinking skills.

The State Board of Education agency staff established a format for the standard setting process which included

- using an outcomes-based education model,
- using the outcomes of the Quality Performance Accreditation System as the exit outcomes for all subject areas, and
- setting "benchmarks" at a minimum of three grade levels, representing elementary, middle/junior high school, and senior high school levels.

A committee comprised of representatives of the Kansas Association of School Administrators, the Kansas Association for Supervision and Curriculum Development, the four subject area task forces, and the staff of the Kansas State Board of Education agency is responsible for the coordination of the four subject area standard setting projects.

## DEFINITIONS

An **outcome** is a demonstration of learning that occurs at the <u>end</u> of a learning experience. It is a result of learning that is described in a performance context.

A **benchmark** is a demonstration of learning at a checkpoint in the curriculum (e.g., grade level 5 or 8 or 12). It represents a criteria or standard against which to judge the quality of the progress of learners toward an outcome.

An **indicator** is one measurement of the status of learners in reaching a benchmark.

**Outcomes-based education** means to design and organize curriculum, instruction, and assessment directly around the learning demonstration wanted at the end of a learning experience.

**Higher-order thinking** involves acting on or transforming information. In this process, content knowledge is reorganized and new knowledge is generated. Content, reorganized, and generated knowledge are acted upon in a goal directed way -- the production of a decision or a solution.

## PURPOSES AND PRINCIPLES

In **Curricular Standards for Social Studies,** the primary purposes of the outcomes and their accompanying benchmarks are (1) to help students become responsible, productive citizens and (2) to help students achieve a sense of personal fulfiliment.

Students must develop the proficiencies needed to gain employment or continue their education. These proficiencies include thinking critically and creatively, solving problems, making decisions, communicating, using media and technology, using knowledge, working with others, and using self-management. Students also must develop the skills and attitudes needed to cope with contemporary society. Among these skills and attitudes are the ability to cooperate with others in working toward a common goal, the ability to understand and cope with a constantly changing society, a positive attitude toward oneself, a sense of independence and responsibility for oneself, an understanding of oneself and one's own culture, a positive attitude toward others including those who come from other cultures, a respect for the rights of others, and a sense of responsibility to others.

To help students become responsible, productive citizens who have a sense of personal fulfillment, the outcomes and benchmarks in **Curricular Standards for Social Studies** stress two accepted principles of learning. One of these principles -- integrating knowledge -- emphasizes the understanding of concepts and processes over the acquisition of facts. It helps students to move from what is known to an understanding of the unknown, to see relationships and patterns and begin to make generalizations, to understand the interrelatedness of disciplines and subject areas, and to succeed in learning. A curriculum that emphasizes integrating knowledge helps learners learn how to learn.

The other principle is that students are more likely to attempt those tasks at which they feel they can succeed and which are relevant to their lives. If students are to be successful in school and if they are to pursue lifelong learning, they must see learning as worthwhile. The outcomes and benchmarks in **Curricular Standards for Social Studies** provide a framework for building continuous learning based upon the needs, interests, and stages of development of individual students.

## SYSTEM OUTCOME

**Quality Performance Accreditation System Outcome Related To A World Class Standard of Academic Performance Through Mastery of Essential Skills**

Student Outcome I. All students will demonstrate in academic and applied situations a high level of mastery of essential skills as evidenced by the following standards:

Standard A
Read and comprehend a variety of resources.

Standard B
Communicate clearly, both orally and in writing, for a variety of purposes and audiences.

Standard C
Use mathematics and mathematical principles.

Standard D
Access and use information.

## SYSTEM OUTCOME

**Quality Performance Accreditation System Outcomes Related To A World Class Standard of Academic Performance Through An Integrated Curricular Approach**

Student Outcome II. All students will demonstrate effective communication skills as evidenced by the following standards:

Standard A
Analyze, summarize, and comprehend what is read in all subject areas.

Standard B
Write and orally communicate for:

1. clear articulation,
2. analysis,
3. conceptualization,
4. synthesis, and
5. summarization of information.

Student Outcome III. All students will demonstrate complex thinking skills in academic and applied situations as evidenced by the following standards:

Standard A
Apply problem-solving skills.

Standard B
Find information; process, analyze, and synthesize it; and apply it to new situations.

Standard C
Use creative, imaginative, and divergent thinking to formulate and

solve problems, and to communicate the results.

Student Outcome IV. All students will demonstrate the necessary characteristics to work effectively both independently and in groups as evidenced by the following standards:

Standard A
Work collaboratively in eams.

Standard B
Work together without prejudice, bias, or discrimination, using techniques to separate people from problems, focusing on interests not positions, inventing options for mutual gain, and using objective criteria.

Student Outcome V. All students will demonstrate physical and emotional well-being as evidenced by the following standard:

Standard A
Have the knowledge, skills, and behaviors essential to live a healthy and productive life.

## MISSION

The mission of social studies education is to provide all students with the academic and applied opportunities which will enable them to become competent participants in the social, political, economic, ecological, and technological systems of a democratic republic and an interdependent world. Social studies educators believe that all students can demonstrate continuous growth in understanding and applying the body of knowledge, skills, perspectives, and dispositions that comprise a social studies education promoting civic competence and responsibility.

## PROGRAM OUTCOMES

Students will make informed and reasoned decisions about emerging events and persistent issues and dilemmas confronting contemporary societies.

Students will use appropriate concepts, processes, and tools from a variety of disciplines in thinking critically and creatively about knowledge.

Students will develop civic competence and responsibility.

### Elaboration of Mission and Outcomes

Although many social institutions have responsibilities for maintaining and passing on the cultural heritage and improving self and society, schools have a major responsibility because of the nature of our democratic system. Our constitutional democracy is built upon the concept of an "enlightened citizenry." Such a citizenry is to be "in touch" with its cultural heritage, to be able to function effectively within the economic, legal, political, social, and technological forces that make up the human ecosystem, and to be in possession of attitudes like fair play, cooperation, and quality in character and work. Without a conscious effort to provide new generations with the knowledge, skills, perspectives, and dispositions that permit freedom and continual analysis of and improvement in the quality of life, our democratic system will not long endure. Schools have the responsibility of ensuring the survival of our system through the development of "enlightened citizens."

Social studies is the subject area that is most directly concerned with the study of human affairs, the development of reflective thinking, and the improvement of society through "enlightened" civic participation. Although this responsibility falls partly on other subject areas of the curriculum, it is the social studies that must assume the major responsibility for students studying and practicing the making of personal and public policy decisions as part of their ongoing citizenship responsibilities.

## STUDENT OUTCOMES AND BENCHMARKS

The outcomes and benchmarks in **Curricular Standards for Social Studies** specify a single level of performance for all students. They reflect the point of view that all students can learn and respond to high expectations.

## PROGRAM OUTCOME

Students will use appropriate concepts, processes, and tools from a variety of disciplines in thinking critically and creatively about knowledge.

## STUDENT OUTCOME A

Students will demonstrate the ability to use a range of disciplines to acquire, organize, reorganize, generate, and apply knowledge.

### Grade Levels 12-9

By the **12th grade level**, students individually and collaboratively will:

### BENCHMARKS

use tools, skills, terminology, and concepts drawn from a variety of disciplines

- in finding information on a topic, an issue, or a situation,
- in arranging information in usable formats,
- in analyzing, evaluating, and making connections in information,
- in synthesizing, imagining, and elaborating on information,
- in achieving a goal or producing a decision or solution, and
- in creating written, spoken, and symbolic products to present the results of an investigation.

**Grade Levels 8-6**

By the **8th grade level**, students individually and collaboratively will:

**BENCHMARKS**

use tools, skills, terminology, and concepts drawn from the social sciences, the humanities, the natural sciences, and mathematics
- in finding information on a topic, an issue, or a situation,
- in arranging information in usable formats,
- in analyzing, evaluating, and making connections in information,
- in synthesizing, imagining, and elaborating on information,
- in achieving a goal or producing a decision or solution, and
- in creating written, spoken, and symbolic products to present the results of an investigation.

**Grade Levels 5-K**

By the **5th grade level**, students individually and collaboratively will:

**BENCHMARKS**

use tools, skills, terminology, and concepts drawn from the social sciences, the humanities, the natural sciences, and mathematics
- in finding information on a topic, an issue, or a situation,
- in arranging information in usable formats,
- in analyzing, evaluating, and making connections in information,
- in synthesizing, imagining, and elaborating on information,
- in achieving a goal or producing a decision or solution, and
- in creating written, spoken, and symbolic products to present the results of an investigation.

## Elaboration of Outcome and Benchmarks

Learning is a highly interactive process which involves constructing personal meaning from information available in learning situations, integrating that information with what is already known to create new knowledge, reorganizing information so that it produces new insights and can be used in new situations, and using knowledge in meaningful ways such as investigation, problem solving, and decision making. This process

requires that students become proficient in the use of both the declarative knowledge (i.e., concepts, principles, systems) and the procedural knowledge (i.e., skills, processes) of a variety of disciplines. Learning involves a constant interaction between the types of content knowledge and the types of higher order thinking.

**Types of Content Knowledge**

One form of declarative knowledge is the concept. Concepts help students relate large amounts of information to key ideas. They enable students to reorganize known information and generate new information both within a discipline and across several disciplines.

Some examples of the conceptual threads in the discipline of geography are pattern, scale, change, system, and perception. The discipline of economics uses concepts such as scarcity, opportunity cost and tradeoff, productivity, system, institution and incentive, and exchange, money, and interdependence as unifying threads. Change, continuity, cause and effect, evidence, and values and beliefs are examples of concepts that serve as threads in the discipline of history.

A form of procedural knowledge is the tool. In the discipline of geography, for example, tools are two- and three-dimensional references to which students refer for information about geographic areas. The basic tool of geography is the map. Maps are used to study spatial patterns and range in type from personal mental maps to complex map projections, cartograms, and thematic maps. Other tools of the discipline include atlases, globes and other three-dimensional models; aerial and other photographs, satellite images and remotely sensed imagery; and Geographic Information Systems and other computer applications.

Some examples of tools in other disciplines are original documents, artifacts, photographs, interviews, maps, charts, tables, timelines, novels, popular music, computerized data bases, and interactive video systems in history and newspaper articles, television/radio commentaries, cartoons, polls, interviews, case studies, charts, tables, maps, government publications/reports, original documents, and computerized data bases in political science.

Another form of procedural knowledge is a skill. Skills are used by students to manage and apply information. Some examples of geographic

skills are observing, questioning, and speculating; acquiring, analyzing, synthesizing, evaluating, and presenting information; making/reading maps; reading and using graphic representations such as globes, satellite images, and aerial photography; using statistical methods; using computer based applications such as Geographic Information Systems; and developing and testing generalizations. Students need these skills in order to use the tools and concepts of geography and other disciplines.

Skills in history focus on the interpretation of evidence. Some examples of these skills are forming leading questions; acquiring, analyzing, synthesizing, and evaluating evidence; and using evidence to weigh different views of the past, to draw linkages and relationships among people, places, events, and issues, and to support conclusions.

Terminology or language is a form of procedural knowledge. Each discipline has a system of terms that students can use to organize and interpret information. The discipline of economics includes terms such as resources, wants, goods and services, household, consumption, business, production, specialization, division of labor, distribution, market, costs and benefits, and incentives. Terms such as cardinal directions, density, diffusion, environment, grid, hemisphere, landform, latitude, location, physical feature, places, and region are used in geography.

**Types of Higher Order Thinking**

Two types of higher order thinking are critical thinking and creative thinking. Critical thinking involves analyzing, connecting, and evaluating content knowledge and producing reorganized knowledge. Creative thinking involves synthesizing, imagining, and elaborating on content knowledge and reorganized knowledge and producing generated knowledge.

Another type of higher order thinking is complex thinking. Complex thinking produces a goal-directed integration of content knowledge, reorganized knowledge, and generated knowledge -- problem solving seeks a solution to be put into effect, decision making arrives at a decision to be carried out.

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## PROGRAM OUTCOME

Students will make informed and reasoned decisions about emerging events and persistent issues and dilemmas confronting contemporary societies.

## STUDENT OUTCOME B

Students will demonstrate an understanding of recurring issues and dilemmas that confront societies.

**Grade Levels 12-9**

By the **12th grade level**, students individually and collaboratively will:

**BENCHMARKS**

analyze and make judgments about the ways in which connections and communications among individuals, groups, and political, legal, economic, and social institutions influence ideas, values, beliefs, attitudes, and choices within and across societies.

analyze and make judgments about the ways in which connections and interactions between the Earth's physical and human systems influence ideas, values, beliefs, attitudes, and choices within and across societies.

analyze and make judgments about the ways in which time, continuity, and change influence ideas, values, beliefs, attitudes, and choices within and across societies.

analyze and make judgments about the ways in which science and technology influence ideas, values, beliefs, attitudes, and choices within and across societies.

analyze and make judgments about the ways in which space and place influence ideas, values, beliefs, attitudes, and choices within and across societies.

give examples of and reasons for economic, legal, political, and social issues and dilemmas which persist within and across societies.

analyze and make judgments about the ways in which different societies address persistent issues and dilemmas.

**Grade Levels 8-6**

By the **8th grade level**, students individually and collaboratively will:

**BENCHMARKS**

analyze and make judgments about the ways in which societies organize for producing and distributing goods and services.

analyze and make judgments about the ways in which societies organize for governing and maintaining order.

analyze and make judgments about the ways in which societies organize human groups.

analyze and make judgments about the ways in which culture and cultural diversity; time, continuity, and change; space and place; scarcity; interdependence; and science and technology influence the organization of economic, legal, political, and social systems within and across societies.

give examples of and reasons for economic, legal, political, and social conditions and motivations which contribute to conflict and cooperation within and across societies.

analyze and make judgments about the ways in which different societies address conflict.

**Grade Levels 5-K**

By the **5th grade level**, students individually and collaboratively will:

**BENCHMARKS**

give examples of and reasons for the ways in which societies organize for producing and distributing goods and services.

give examples of and reasons for the ways in which societies organize for governing and maintaining order.

give examples of and reasons for the ways in which societies organize human groups.

give examples of and reasons for the ways in which culture and cultural diversity; time, continuity, and change; space and place; scarcity; interdependence; and science and technology influence the organization of economic, legal, political, and social systems within and across societies.

give examples of and reasons for economic, legal, political, and social tensions that exist within and across societies.

give examples of and reasons for the ways in which different societies address conflict.

## STUDENT OUTCOME C

Students will demonstrate the ability to resolve problems and make decisions.

### Grade Levels 12-9

By the **12th grade level**, students individually and collaboratively will:

**BENCHMARKS**

design, evaluate, and put in action strategies for resolving problems/issues and making decisions in such life-role situations as

- learner,
- citizen,
- worker/producer,
- consumer,
- investor,
- friend,
- member of social groups,
- family member, and
- self.

formulate, evaluate, and defend strategies for resolving problems/issues which persist within and across societies.

### Grade Levels 8-6

By the **8th grade level**, students individually and collaboratively will:

**BENCHMARKS**

design, evaluate, and put in action strategies for resolving problems/issues and making decisions in such life-role situations as

- learner,
- citizen,
- worker/producer,
- consumer,
- investor,
- friend,

- member of social groups,
- family member, and
- self.

formulate, evaluate, and defend strategies for resolving conflicts which persist within and across societies.

**Grade Levels 5-K**

By the **5th grade level**, students individually and collaboratively will:

**BENCHMARKS**

design, evaluate, and put in action strategies for resolving problems/issues and making decisions in such life-role situations as

- learner,
- citizen,
- consumer,
- worker/producer,
- investor,
- friend,
- member of social groups,
- family member, and
- self.

formulate, evaluate, and defend positions on ways to resolve conflicts which exist within and across societies.

## Elaboration of Outcomes and Benchmarks

Although societies differ and change, certain issues and dilemmas seem to persist over time. For example, the tension between individual rights and the public good is an issue that has challenged the thinking of citizens in the past. This issue continues to challenge thinking in the present and for the future. The dilemma of when the breaking of law is justified also can be found to persist over time.

Issues and dilemmas of the past that continue to trouble societies affect the quality of human life. If students are to develop civic competence and active concern for promoting the public good, they need opportunities to

identify persisting issues in historic and current settings and apply processes of inquiry. They need to formulate, define, and investigate problems so that they will value an informed approach when dealing with persisting issues. They need to examine past and current decisions and their actual and potential consequences so that when they encounter persistent issues they will value informed and reasoned decision making.

Students learn best when they need knowledge to accomplish some goal. Problem solving and decision making are two types of tasks that have as their focus the accomplishment of goals. They represent meaningful ways of using knowledge -- ways that demand thinking that is extended over a long period of time, that is directed by the student, and that is focused on realistic or authentic issues.

Problem solving is the process of achieving a goal that is blocked by obstacles or limiting conditions. The process begins with specifying a goal, proceeds to identifying the constraints, continues with identifying alternative ways of accomplishing the goal, and concludes with selecting an alternative and trying it out.

Decision making involves a situation in which students must select among two or more alternatives. Since it is frequently not apparent which of the two or more alternatives is the most appealing, students need to identify the criteria they wish to incorporate into their final selection. Then, they need to assign a weight to each of these possible criteria.

The next step is to identify the alternatives to be considered. Then, the relationships between the set of criteria and the possible alternatives need to be analyzed. Students need to determine the extent to which each alternative action can bring about each desired criteria and the possible consequences of each action. Then, they need to make a final selection.

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## PROGRAM OUTCOME

Students will develop civic competence and responsibility.

## STUDENT OUTCOME D

Students will demonstrate the ability to participate in civic life.

### Grade Levels 12-9

By the **12th grade level**, students individually and collaboratively will:

### BENCHMARKS

design and evaluate ways of maximizing the effectiveness of individuals, groups, and institutions in resolving personal and public problems/issues.

design and evaluate ways of applying the ideals, principles, and practices of citizenship in American constitutional democracy to improving the quality of life of all citizens.

design, evaluate, and put in action strategies for participation in civic life that involve

- addressing a real life need,
- bringing community problems and issues into the school for discussion and reflection,
- building collaborative relationships within and outside the school, and
- developing a tangible product for public review.

**Grade Levels 8-6**

By the **8th grade level**, students individually and collaboratively will:

**BENCHMARKS**

analyze and make judgments about the ways in which individual development and self concept influence the resolution of personal and public problems/issues.

analyze and make judgments about the ways in which relationships among individuals, groups, and institutions influence the resolution of personal and public problems/issues.

analyze and make judgments about the ways in which the ideals, principles, and practices of citizenship in American constitutional democracy influence the resolution of personal and public problems/issues.

design, evaluate, and put in action strategies for participation in civic life that involve

- addressing a real life need,
- bringing community problems and issues into the school for discussion and reflection,
- building collaborative relationships within and outside the school, and
- developing a tangible product for public view.

**Grade Levels 5-K**

By the **5th grade level**, students individually and collaboratively will:

**BENCHMARKS**

give examples of and reasons for the ways in which individual development and self concept influence the resolution of personal and public problems/issues.

give examples of and reasons for the ways in which relationships among individuals, groups, and institutions influence the resolution of personal and public problems/issues.

give examples of and reasons for the ways in which the ideals, principles, and practices of citizenship in American constitutional democracy influence the resolution of personal and public problems/issues.

formulate, evaluate, and defend positions on ways to address real life needs in the community.

**Elaboration of Outcome and Benchmarks**

Perhaps nothing is more essential to effective participation in social and civic life than individual development and self concept. If individuals view themselves positively, then they are more likely to participate in the resolution of personal and public problems/issues. If individuals have negative perceptions of themselves, then they may either avoid involvement in resolving personal and public problems/issues or find such involvement a frustrating experience. This avoidance or frustration may result not only in unproductive citizenship but also in undesirable social behavior.

The psychological and learning needs of students and the citizenship needs of communities require that students participate in community life. Participation may take the form of community study (i.e., study designed to help students apply knowledge and processes to community needs), social-political action (i.e., action focusing on influencing public decision making), community projects (i.e., action directed more toward ameliorating a particular need than toward influencing public or

institutional policy), volunteer service (i.e., service as volunteers in social service agencies), and internships (i.e., extended observation with adults with artistic, occupational, or academic experiences of interest to students).

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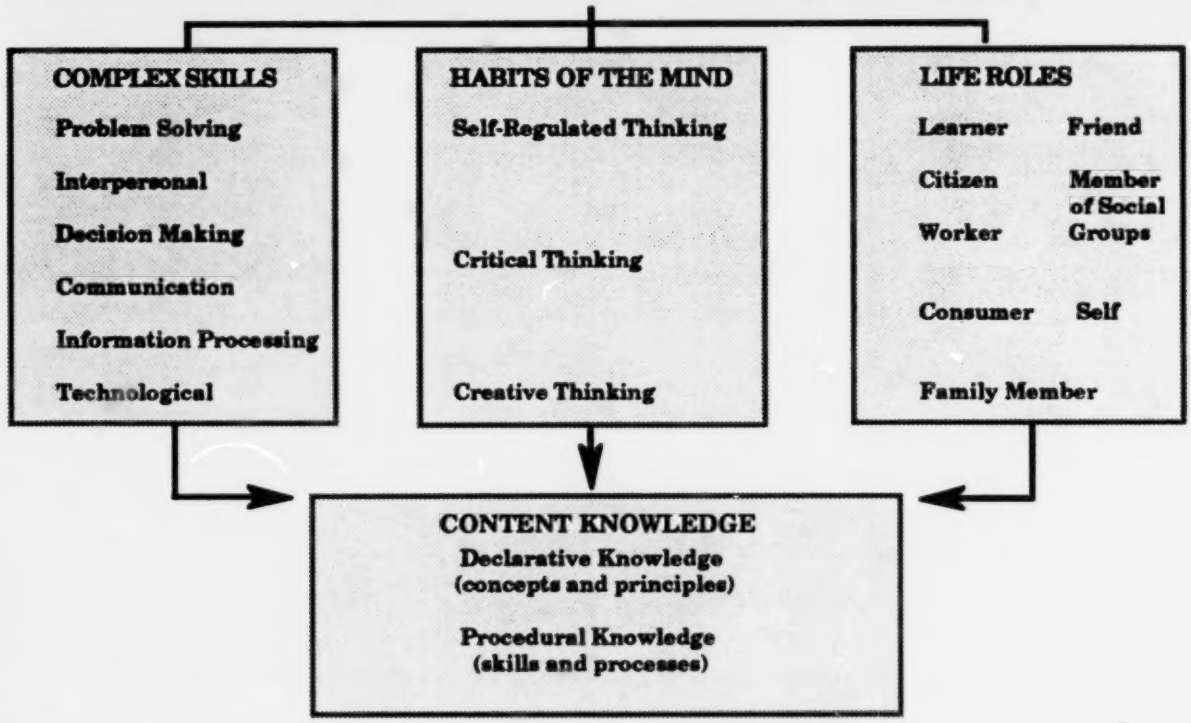
# FRAMEWORK FOR DEVELOPING OUTCOMES AND BENCHMARKS

## KANSAS STATE BOARD OF EDUCATION
## QUALITY PERFORMANCE ACCREDITATION SYSTEM OUTCOMES
**(Culminating Outcomes for All Students Graduating and Exiting the System)**




**MISSION**

**PROGRAM OUTCOMES**
**(Culminating Outcomes for All Students Exiting the Social Studies Program)**

**STUDENT OUTCOMES**

**BENCHMARKS**

**INDICATORS**

## TASK FORCE FOR SOCIAL STUDIES

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Joseph O'Brien, University of Kansas, Lawrence, Kansas. Professor of Curriculum and Instruction (social studies education).

Paul Phillips, Fort Hays State University, Hays, Kansas. Professor of Earth Sciences (cultural geography and geography education).

Barbara Phipps, University of Kansas, Lawrence, Kansas. Director, University of Kansas Center for Economic Education (economic education).

John Wilson, Wichita State University, Wichita, Kansas. Professor of Elementary Education (social studies education).

# Strategic Directions for Kansas Education

The Kansas State Board of Education is charged with the general supervision of public education and other educational interests in the state. While clearly acknowledging the role and importance of local control, the State Board of Education has the responsibility to provide direction and leadership for the structuring of all state educational institutions under its jurisdiction.

The beginning place for determining the mission for the Kansas State Board of Education is the assumption that all Kansas citizens must be involved in their own learning and the learning of others. It is the combined effort of family, school, and community that makes possible the development of a high quality of life. It is the parent who is the first "teacher" of children. As we grow older, we learn that the school, the workplace, and the community support our lifelong learning and our training and retraining. The Board recognizes the responsibility it holds for Kansas educational systems and promoting quality education programs. The mission for Kansas education is:

**To prepare each person with the living, learning, and working skills and values necessary for caring, productive, and fulfilling participation in our evolving, global society.**

We believe that the strategic directions for the structuring of Kansas education must be organized to:

- create learning communities
- develop and extend resources for parenting programs and early childhood education
- expand learner-outcome curriculum and learner-focused instruction
- provide inclusive learning environments
- strengthen involvement of business and industry in education
- provide quality staff and organizational development.

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***Kansas State Board of Education***
*Kansas State Education Building*
120 S.E. 10th Avenue Topeka, Kansas 66612-1182

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Lee Droegemueller
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The Kansas State Board of Education does not discriminate on the basis of sex, race, color, national origin, disability, or age in admission or access to, or treatment or employment in, its programs or activities. Any questions regarding the Board's compliance with Title VI, Title IX, or Section 504 may be directed to the Title IX Coordinator, who can be reached at (913) 296-2424, 120 S.E. 10th Avenue, Topeka, Kansas 66612-1182, or to the Assistant Secretary for Civil Rights, U. S. Department of Education.



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